

# **EMERGING PRACTICES:**

## **USING THE ADOS IN LATINO COMMUNITIES**

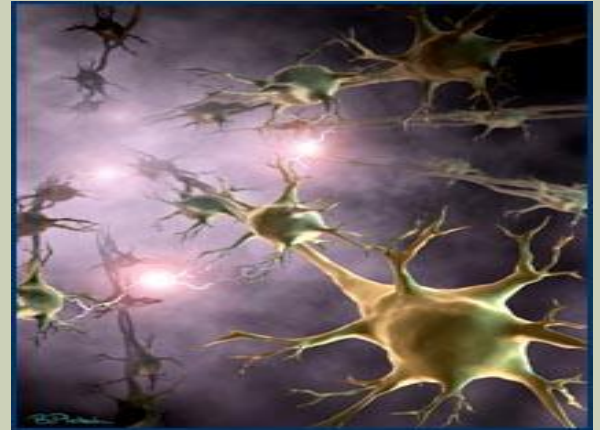
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# PRESENTATION OUTLINE

- ASD assessments
- The ADOS
- Latinos and the ADOS
- Recommendations for practice

# DIAGNOSTIC ASSESSMENT OF ASD

- Although ASD very likely has genetic and neurobiological underpinnings, no accurate biologically-based test exists.
- Diagnosis is based on behavior
- The ADOS is only one of many parts of an ASD assessment



# ASSESSMENT OF ASD

**Social Interaction**



**Communication**



**Restricted, Repetitive, Stereotyped Patterns of  
Behavior, Interests, and Activities**



# THE ADOS

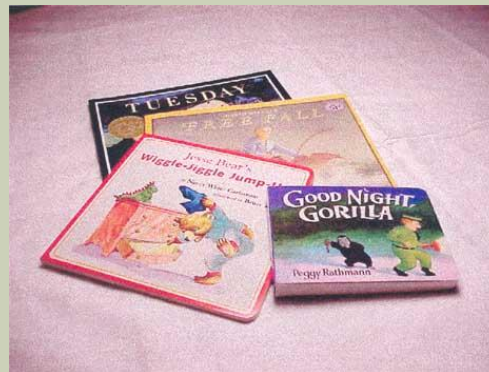
- The ADOS was developed to provide a standardized context in which to observe behavior.
- The ADOS creates a “social world” in which behaviors related to the autism spectrum can be observed. In this world, the examiner’s behavior matters.

# THE ADOS IS STANDARDIZED

- Tasks and activities
- Materials
- Behavior of the examiner
- Behaviors to be observed
- How the individual's behaviors are quantified
- How the diagnosis is achieved
- Training of examiner
- Standards for achieving and maintaining reliability

# THE ADOS

## ■ ADOS Materials:



# THE ADOS

## ■ ADOS Activities & Codes (Module 1)

- |   |                                      |
|---|--------------------------------------|
| 1. Free Play                              | 6. Responsive Social Smile           |
| 2. Response to Name                       | 7. Anticipation of a Social Routine  |
| 3. Response to Joint Attention            | 8. Functional and Symbolic Imitation |
| 4. Bubble Play                            | 9. Birthday Party                    |
| 5. Anticipation of a Routine with Objects | 10. Snack                            |

# THE ADOS

## ADOS Activities & Codes (Module 2)

- |                                |  |
|--------------------------------|--|
| 1. Construction Task           | 8. Description of a Picture                |
| 2. Response to Name            | 9. Telling a Story from a Book             |
| 3. Make-Believe Play           | 10. Free Play                              |
| 4. Joint Interactive Play      | 11. Birthday Party                         |
| 5. Conversation                | 12. Snack                                  |
| 6. Response to Joint Attention | 13. Anticipation of a Routine with Objects |
| 7. Demonstration Task          | 14. Bubble Play                            |

# THE ADOS

## ADOS Activities & Codes (Module 3)

1. Construction Task
2. Make-Believe Play
3. Joint Interactive Play
4. Demonstration Task
5. Description of a Picture
6. Telling a Story from a Book
7. Cartoons
8. Conversation/ Reporting
9. Socioemotional Questions: Emotions
10. Socioemotional Questions: Social Difficulties/ Annoyance
11. Break
12. Socioemotional Questions: Friends/ Loneliness/ Marriage
13. Creating a Story

# THE ADOS

## ADOS Activities & Codes (Module 4)

- |  |  |
|--|--|
| 1. Construction Task*  | 8. Demonstration Task  |
| 2. Telling a Story from a Book                                 | 9. Cartoons*   |
| 3. Description of a Picture*                                   | 10. Break  |
| 4. Conversation/ Reporting                                     | 11. Daily Living*  |
| 5. Socioemotional Questions:<br>Current Work/ School*          | 12. Socioemotional Questions:<br>Friends/ Loneliness/ Marriage |
| 6. Socioemotional Questions:<br>Social Difficulties/ Annoyance | 13. Plans and Dreams   |
| 7. Socioemotional Questions:<br>Emotions                       | 14. Creating a Story   |

\* denotes optional

# THE ADOS AS (PART OF) THE GOLD STANDARD

- The ADOS is only one of many parts of an ASD assessment
- Diagnostic sensitivity
- Specificity of the instrument

# THE ADOS IN SPANISH

## Spanish

Autism Diagnostic Observation Schedule (ADOS)  
Autism Diagnostic Interview-Revised (ADI-R)

### *Company Contact Information:*

TEA Ediciones

[www.teaediciones.com](http://www.teaediciones.com)

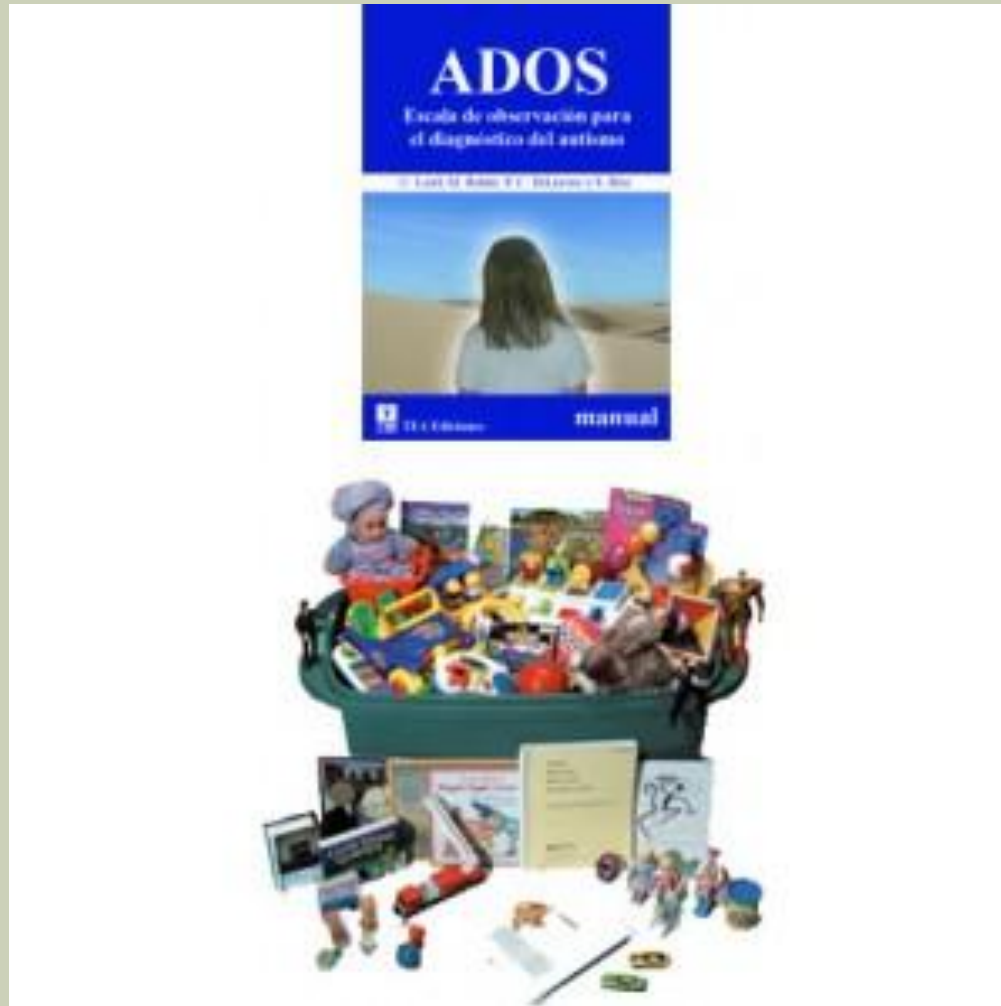
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# THE ADOS IN SPANISH



# LATINOS AND THE ADOS

- Translated instruments
- Beyond translations,
  - Instrument validation and cultural equivalency?

# LATINOS AND THE ADOS

- Latinos in the US:

- The largest Latino groups in the U.S. were Mexicans at 29.3 million, Puerto Ricans at 4.1 million, Cubans at 1.5 million, Salvadorans at 1.5 million and Dominicans at 1.2 million (Latinos from Central American countries totaled 3.6 million. South Americans totaled 2.5 million).
- A significant minority speak Spanish at home
- The number of ELL students may be growing

# LATINOS AND THE ADOS

## ■ The ADOS is standardized?

- Tasks and activities
- Behavior of the examiner
- Materials
- Behaviors to be observed
- How the individual's behaviors are quantified
- How the diagnosis is achieved
- Training of examiner
- Standards for achieving and maintaining reliability



# LATINOS AND THE ADOS

- The impact of culture on the ADOS...
  - Clinical Training?
  - Activities? Administration?
  - Materials?
  - Codes?

# CULTURAL COMPETENCY

- “... culturally sensitive psychological researchers are encouraged to consider cultural hypotheses as possible explanations for their findings, to examine moderator effects, and to use statistical procedures to examine cultural variables (Quintana et al., 2001).”

From Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (American Psychological Association, 2002)

# THE CLAS STANDARDS

- **Standards for culturally competent care**
- **Mandates for culturally competent care**

# CULTURAL COMPETENCY IN PRACTICE?

- Culturally competent care requires much self-assessment by individual providers and organizations.
- How to put this in practice?

# GOLD-STANDARD ASD EVALUATIONS

- The National Research Council Committee on Educational Interventions for Children with Autism advised that each child suspected of having ASD have an evaluation that incorporates the following standards:
  - the assessment of multiple areas of functioning including adaptive skills,
  - an appreciation that variability in performance and ability is common in autism,
  - and the use of a developmental perspective when assessing behavior and synthesizing results.

# ADOS LATINOS

- How to consider culture and ADOS...
  - Activities=
  - Materials=
  - Codes=
- Parent education may also be key to the success of the ADOS

# CASE EXAMPLES

## 5-year-old male

- Spanish-speaking
- Newly enrolled (and newly arrived in the US)
- Referred because of school refusal and tendency to isolate himself

## 11 year-old female

- Bilingual
- Regular education
- Referred because of academic difficulties, unusual social behavior, and per teacher report, lack of friends

# SUMMARY

- For all assessments:
  - the assessment of multiple areas of functioning including adaptive skills,
  - an appreciation that variability in performance and ability is common in autism,
  - and the use of a developmental perspective when assessing behavior and synthesizing results.
- And the role of parents?



# FINAL RECOMMENDATIONS

- **Using the ADOS in Latino Communities:**
  - **The standardization of assessment procedures and instruments**
    - The use of tools that cover multiple domains of functioning and are appropriate to the child's primary language
    - Inclusion of multiple informants
    - The use of professionals with extensive experience and expertise
  - **Consideration of contextual factors:**
    - The examiner's role
    - The family's role in the diagnostic process

# THANK YOU FOR YOUR ATTENTION

■ Questions?